

## ORANGEBURG 3 SCHOOL DISTRICT

Post Office Box 98/1654 Camden Road  
Holly Hill, South Carolina 29059

**GRADES** PK-12

**ENROLLMENT** 3,572 Students

**SUPERINTENDENT** David Longshore, Jr. 803-496-3288

**BOARD CHAIR** S. B. Marshall 803-496-3288

**FISCAL AUTHORITY** District Board/County Board/Referendum

## THE STATE OF SOUTH CAROLINA

### ANNUAL DISTRICT REPORT CARD

# 2003

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	1	3	5

#### IMPROVEMENT RATING:

**AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**N/A**

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

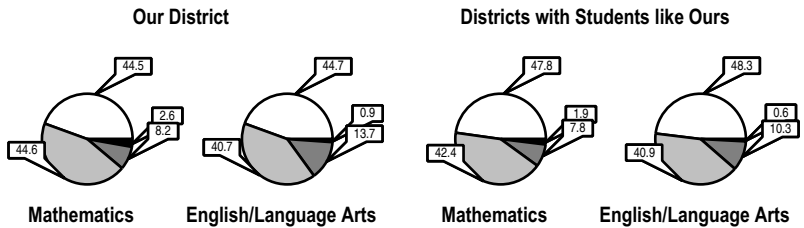
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

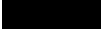



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**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Good	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Average	N/A
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM**

	<b>Our District</b>			<b>Districts with Students Like Ours</b>		
<b>Percent</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Passed all 3 subtests</b>	50.0	49.6	51.2	50.1	44.6	44.8
<b>Passed 2 subtests</b>	22.6	23.0	26.9	19.9	24.9	23.8
<b>Passed 1 subtest</b>	14.9	15.7	14.4	16.6	15.5	19.1
<b>Passed no subtests</b>	12.5	11.7	7.0	13.4	15.0	11.2

**ELIGIBILITY FOR LIFE SCHOLARSHIPS**

<b>Percent of</b>	<b>Our District</b>	<b>Districts with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	1.6	2.5
<b>Seniors who met the SAT requirement</b>	1.6	4.4
<b>Seniors who met the grade point average</b>	29.7	30.9

\*Using only the SAT and grade point average requirements

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	1,840	97.4	44.7	40.7	13.7	0.9	14.6	17.6
Gender								
Male	928	97.1	52.8	38.1	8.9	0.3	9.1	17.6
Female	912	97.7	36.6	43.3	18.6	1.5	20.1	17.6
Racial/Ethnic Group								
White	220	95.9	27.6	44.9	24.4	3.2	27.6	17.6
African-American	1,594	97.8	46.6	40.1	12.7	0.6	13.3	17.6
Asian/Pacific Islander		0.0						17.6
Hispanic	22	81.8	38.5	53.8	7.7		7.7	17.6
American Indian/Alaskan		0.0						17.6
Disability Status								
Not disabled	1,523	98.0	40.7	42.6	15.6	1.0	16.6	17.6
Disabled	317	94.6	65.5	30.6	4.0		4.0	17.6
Migrant Status								
Migrant		0.0						17.6
Non-migrant	1,840	97.4	44.6	40.7	13.8	0.9	14.7	17.6
English Proficiency								
Limited English proficient	8	62.5						17.6
Non-limited English proficient	1,832	97.5	44.4	40.8	13.9	0.9	14.8	17.6
Socio-Economic Status								
Subsidized meals	1,633	97.6	45.8	40.8	12.9	0.6	13.5	17.6
Full-pay meals	205	96.1	35.0	40.7	20.9	3.4	24.3	17.6

Mathematics								
All students	1,840	98.3	44.5	44.6	8.2	2.6	10.9	15.5
Gender								
Male	928	97.7	47.9	43.5	6.6	1.9	8.5	15.5
Female	912	98.8	41.1	45.7	9.8	3.4	13.2	15.5
Racial/Ethnic Group								
White	220	96.4	24.5	51.6	17.6	6.3	23.9	15.5
African-American	1,594	98.6	46.6	44.0	7.2	2.2	9.4	15.5
Asian/Pacific Islander		0.0						15.5
Hispanic	22	90.9	52.9	35.3	5.9	5.9	11.8	15.5
American Indian/Alaskan		0.0						15.5
Disability Status								
Not disabled	1,523	98.6	39.7	47.8	9.4	3.1	12.5	15.5
Disabled	317	96.5	69.2	28.5	2.3		2.3	15.5
Migrant Status								
Migrant		0.0						15.5
Non-migrant	1,840	98.3	44.3	44.8	8.3	2.6	10.9	15.5
English Proficiency								
Limited English proficient	8	100.0						15.5
Non-limited English proficient	1,832	98.3	44.1	44.8	8.4	2.7	11.0	15.5
Socio-Economic Status								
Subsidized meals	1,633	98.3	46.0	43.9	7.9	2.1	10.1	15.5
Full-pay meals	205	98.0	30.4	51.9	11.0	6.6	17.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing		% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts									
2002	Grade 3	270		27.9	46.5	25.3	0.4	25.7	
	Grade 4	279		30.0	52.0	18.1		18.1	
	Grade 5	290		50.3	42.7	6.9		6.9	
	Grade 6	247		33.8	46.7	18.3	1.3	19.6	
	Grade 7	318		45.7	42.7	10.7	1.0	11.7	
	Grade 8	291		46.3	44.6	7.7	1.4	9.1	
2003	Grade 3	252	97.6	21.2	41.0	35.1	2.7	37.8	
	Grade 4	312	97.4	37.4	41.4	20.9	0.4	21.2	
	Grade 5	309	97.4	55.1	37.2	7.7		7.7	
	Grade 6	322	97.8	55.1	36.5	7.4	1.1	8.4	
	Grade 7	293	96.6	44.2	46.7	8.3	0.8	9.1	
	Grade 8	352	97.4	49.8	42.3	7.2	0.7	7.9	
Mathematics									
2002	Grade 3	270		29.0	39.0	21.6	10.4	32.0	
	Grade 4	279		48.7	37.5	10.5	3.2	13.7	
	Grade 5	290		59.0	34.7	5.9	0.3	6.3	
	Grade 6	247		54.6	32.1	12.1	1.3	13.3	
	Grade 7	318		62.6	29.1	6.3	2.0	8.3	
	Grade 8	291		55.2	38.5	5.9	0.3	6.3	
2003	Grade 3	252	99.2	24.1	51.8	15.6	8.5	24.1	
	Grade 4	312	98.1	38.4	49.3	9.8	2.5	12.3	
	Grade 5	309	99.7	54.7	40.3	4.7	0.4	5.0	
	Grade 6	322	97.8	45.6	43.2	9.1	2.1	11.1	
	Grade 7	293	96.9	50.4	38.8	7.9	2.9	10.7	
	Grade 8	352	98.0	50.2	45.1	4.1	0.7	4.7	

**STATE PERFORMANCE ON NATIONAL TESTS**

**Terra Nova:** a national, norm-referenced achievement test.

Percentage of students scoring in the upper half, 2002								
Grade	Reading		Language		Math		Total	
	State	Nation	State	Nation	State	Nation	State	Nation
3	49.2	50.0	51.5	50.0	58.2	50.0	54.8	50.0
6	57.6	50.0	49.0	50.0	51.2	50.0	51.4	50.0
9*	56.1	50.0	46.8	50.0	51.6	50.0	51.2	50.0

\* Grade 9 estimates were based on a sample that may not be representative of the entire 9th grade population.

**National Assessment of Educational Progress:** a national, criterion-referenced achievement test.

			Percent of students scoring							
Test	Grade	Year	Advanced		Proficient		Basic		Below Basic	
			State	Nation	State	Nation	State	Nation	State	Nation
Reading	8	2002	1	3	23	30	44	43	32	25
Writing	4	2002	1	2	16	26	65	58	18	14
Mathematics	8	2000	2	5	15	22	37	38	45	34

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
<b>All Students</b>	228	86.4%	185	1.6%	257	59.5%
<b>Gender</b>						
Male	79	77.2%	63	0.0%	103	38.8%
Female	148	91.2%	122	2.5%	154	73.4%
<b>Race or Ethnic Group</b>						
African American	204	84.8%	175	1.1%	236	60.6%
Hispanic	N/A	N/A	0	N/A	0	N/A
White	23	100.0%	10	10.0%	21	47.6%
Other	N/A	N/A	0	N/A	0	N/A
<b>Disability Status</b>						
Non-speech disabilities	5	100.0%	15	0.0%	25	4.0%
Students without disabilities	223	86.1%	170	1.8%	0	65.5%
<b>Migrant Status</b>						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	5	100.0%	185	1.6%	0	N/A
<b>English Proficiency</b>						
Limited English proficient	N/A	N/A	1	I/S	1	I/S
Non-LEP	226	86.3%	184	1.6%	256	59.8%
<b>Lunch Status</b>						
Subsidized meals	169	82.8%	154	0.0%	191	69.6%
Full-pay meals	57	96.5%	31	9.7%	66	30.3%

\* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

**2002-2003 COLLEGE ADMISSIONS TESTS**

SAT	Verbal		Math		Total	
	2002	2003	2002	2003	2002	2003
District	383	421	401	414	784	835
State	488	493	493	496	981	989
Nation	504	507	516	519	1020	1026

ACT	English		Math		Reading		Science		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
District	14.9	15.0	15.9	15.4	15.4	15.4	15.8	16.1	15.6	15.6
State	18.8	18.7	19.1	19.0	19.3	19.4	19.2	19.2	19.2	19.2
Nation	20.2	20.3	20.6	20.6	21.1	21.2	20.8	20.8	20.8	20.8

**SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

	2002	2003		2002	2003
Holly Hill Middle	Yes	Yes	Vance-Providence Elem.	Yes	Yes
Holly Hill Elementary	Yes	Yes			

**DISTRICT PROFILE**

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n= 3,572)</b>				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.1%	Down from 5.0%	4.7%	4.0%
Attendance rate	93.9%	Down from 96.4%	94.7%	95.4%
Meeting grade 1 & 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	6.9%	Up from 6.3%	5.2%	10.7%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.6%	Up from 8.3%	10.6%	10.6%
Older than usual for grade	4.2%	Down from 5.0%	8.7%	5.5%
Suspended or expelled	3.3%	Up from 0.5%	4.6%	1.6%
Enrolled in AP/IB programs	9.1%	N/A	N/A	10.0%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Enrolled in adult education GED or diploma programs	30	Down from 43	73	186
Completions in adult education GED or diploma programs	9	Up from 6	9	40

<b>Teachers (n= 269)</b>				
Teachers with advanced degrees	56.1%	Up from 52.0%	39.3%	47.8%
Continuing contract teachers	81.8%	Up from 73.8%	75.2%	82.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.1%	Up from 86.3%	79.7%	89.5%
Teacher attendance rate	94.2%	Down from 94.7%	94.5%	95.1%
Average teacher salary	\$41,594	Up 2.8%	\$37,354	\$39,707
Prof. development days/teacher	11.6 days	Up from 9.5 days	10.7 days	11.3 days

<b>District</b>				
Superintendent's years at district	15.0	Up from 14.0	3.0	3.0
Student-teacher ratio	17.1 to 1	Down from 17.4 to 1	17.8 to 1	20.6 to 1
Prime instructional time	86.3%	Down from 89.5%	86.7%	89.0%
Dollars spent per pupil*	\$8,450	Up 7.0%	\$8,903	\$7,412
Percent spent on teacher salaries*	55.4%	Up from 51.8%	49.9%	56.0%
Opportunities in the arts	Excellent	No change	Fair	Excellent
Parents attending conferences	87.1%	Up from 83.5%	95.4%	96.1%
Number of schools	7	No change	4	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Portable classrooms	12.6%	Up from 9.9%	12.1%	3.5%
Average age in years of school facility	24	N/A	39	26
Number of schools with SACS accreditation	6	N/A	2	8

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

**Abbreviations for Missing Data**

<b>N/A</b> Not Applicable	<b>N/C</b> Not Collected	<b>N/R</b> Not Reported	<b>I/S</b> Insufficient Sample
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**SCHOOL DISTRICT GOVERNANCE****Board Membership**

7 trustees elected to single-member seats

**Fiscal Authority**

District Board/County Board/Referendum

**Average Number of Hours of Training Annually** 0.0 per board member**Percent new trustees completing orientation** 100.0%**DISTRICT SUPERINTENDENT'S REPORT**

Orangeburg County Consolidated School District Three is comprised of eight schools with a total student population of 3547. The District assists in providing for the academic success of all students by providing quality staff development opportunities for administrators to strengthen leadership; focusing professional development on using data to drive instruction; utilizing best practices and technology in the classroom; assisting schools in addressing student needs determined by test data; minimizing non-instructional activities to avoid loss of quality time for teaching and learning; monitoring classroom instruction on a regular basis; using Standards in Practice to align student assignments with national, state, and local standards; providing Homework Centers in schools; and involving parents in encouraging their children to improve their academic performance.

Like many other districts, our district faces many unique challenges in trying to provide for our students. Eighty-six percent of the students in the District are eligible for free/reduced-price lunch, which research shows is a significant factor in student achievement. Other factors that impact student achievement are a limited tax base for generating funding and the limited number of cultural and recreational opportunities that makes it difficult to recruit and retain high-quality teachers.

In spite of the challenges noted above, positive community efforts have produced local financial efforts above the state average to provide more resources to strengthen student academic performance, leadership of the Board of Trustees that is unified in its determination to do what is best for the children of the District, and civic and religious organizations that are advocates for the public schools in the District.

With the support of parents and the community and the high level of commitment and teamwork by teachers, administrators, and other staff members, the District is making every effort to provide quality programs for its students.

David Longshore, Jr.

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal